DOCUMENT RESUME

ED 364 638 UD 029 619

AUTHOR Everhart, Duane D.
TITLE An Evaluation of the Black Experience in Spartanburg Methodist College's Correctional Institutions' Higher Education Program.
INSTITUTION Spartanburg Methodist Coll., SC.
SPONS AGENCY Clemson Univ., SC. Houston Center for the Study of the Black Experience in Higher Education.
PUB DATE [92]
NOTE 43p.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Adult Education; Associate Degrees; Black Students; College Students; Compensatory Education; *Correctional Education; Correctional Institutions; Criminals; Delinquent Rehabilitation; *Educational Experience; Federal Aid; *Prisoners; Program Evaluation; Self Esteem; *Student Attitudes; Two Year Colleges; White Students
IDENTIFIERS Spartanburg Methodist College SC

ABSTRACT

The black experience in the college educational program of Spartanburg Methodist College for correctional institution inmates was studied. The college has been involved in adult education at two correctional institutions since 1983. Inmates are enrolled in an Associate of Arts program through this project funded by the Federal Government. Five surveys were developed to explore attitudes of 13 black and 26 white inmate students, general institution population (87 blacks and 48 whites), faculty, institution staff, and released students (only 2 responses). Overall, students responded positively, and more black students reported increased self-esteem and self-confidence in their educational experience than did whites. Both groups hoped to continue their educations in prison, and a small majority planned to persist in their educations after release. Results from the general institutionalized population do not make it clear whether they would enroll and pursue a college education, and many did not have the necessary educational background. Released students do not appear to have benefited greatly from the program to date. Three tables present study findings. Four appendixes contain the recruitment package, the surveys, and results of the staff survey. (Contains 13 references.) (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 364 638

AN EVALUATION OF THE BLACK EXPERIENCE IN SPARTANBURG METHODIST COLLEGE'S CORRECTIONAL INSTITUTIONS' HIGHER EDUCATION PROGRAM

by

Duane D. Everhart

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
D. A. Schmitt
Clemson
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CG029615

BEST COPY AVAILABLE

DEFINITIONS:

For the purpose of this paper, the following definitions will be used:

Liberal Arts Education: Study that leads to the development of intellectual curiosity, independence of thought, maturity of judgement, and self discipline (Wofford College Catalog, 1989 - 1991). Generally, it can be assumed that such education would prepare an individual for a professional career.

Technical Education: Study that minimizes geographic, economic, and academic barriers to post-secondary education in order to meet the occupational training needs of area industries (Spartanburg Technical College Catalog, 1985 - 1986). Such education would prepare a person for employment in a skilled labor market.

Professional Career: Careers requiring a bachelor degree or more such as, but not limited to: medicine, engineering, education, business management, public administration, and law.

Skilled Career/Labor: Careers requiring a two year degree, certificate or technical training such as, but not limited to, welding, plumbing, auto mechanics, computer programing, electrical maintenance, nursing (LPN), and laboratory technicians.

Unskilled Career/Labor: Careers requiring no previous education such as, but not limited to, janitorial, food preparation, transportation, retail sales, and packaging and shipping.

Acknowledgements

John Anderson, Ph.d.

Ann Bowles

Joe Brown

Burke Brown, SCDC

Rosalind Brown, SCDC

Anna Cash, SC Probation, Parole & Pardon Services

BEST COPY AVAILABLE

LITERATURE REVIEW:

South Carolina is plagued with a devastating problem in its Department of Corrections; currently the system is bursting at the seams with inmates. South Carolina has the highest rate of incarceration per capita of any place in the world. The current population of inmates in the South Carolina Department of Corrections is 18,967, 129 percent over design capacity. Sixty-five percent of this population, is classified as "non-white" (Alvarez, 1991; Dease, 1991). As of fiscal year 1990, the annual cost per inmate was $12,707.00, a daily cost of $34.81, well below the national average, but still a heavy burden on the state budget (Annual Report, 1991).

The problem with overcrowding is two-fold: first, nationally we are dealing with a very conservative frame of mind, a "lock'em up and leave them" attitude. This attitude encourages police to make more arrests and the courts to hand down more convictions, hence there is an increased number of inmates in our correctional facilities. Secondly, once the inmates are released back into society, it is highly probable that they will be re-incarcerated for another offense, especially if they are under-educated or lacking in job skills, which adds to the already overcrowded conditions (Conklin, 1986). This can be illustrated by a review of the re-incarceration rates in South Carolina. For fiscal year 1990, 16.3 percent of those re-incarcerated came about from the revocation of either their probation or parole. This breaks down to re-incarceration of 44

percent of those released on probation or parole (Annual Report, 1991).

Corrections is tasked with both incapacitating and rehabilitating the offender. Obviously, incapacitation is easily accomplished; however, rehabilitation is a much more difficult endeavor. Due to inadequate staffing and the inability to properly classify inmates, prison staff has virtually given up on any type of rehabilitation, with the exception of providing educational services, mandated by law. The mandate, however, only applies to providing classroom training for the 25 percent of the inmate population that is illiterate and lacks a high school diploma, and to providing classroom space for continuing education (Austin, 1986).

What is it about education that makes it effective enough to be used as the only method of rehabilitation? American folk lore has always said that in order for a person to succeed in society, he or she must work hard. Education is considered to be the most important determinant of occupational and income attainment (Portes and Wilson, 1976). Consequently, one of the means for success has always been education (Turner, 1960). Education is credited with developing one's ability to think and to become responsible for individual actions. This last concept is most meaningful when dealing with criminal offenders, and in this case, in dealing with recidivism. Education also is credited with counteracting the negative influences of prison and building a bridge back to society. Consequently, when an inmate obtains an education and

BEST COPY AVAILABLE

successfully reenters society, society as a whole benefits (Austin, 1986).

Criminologists have determined that reentering society is not enough to make an inmate successful. To successfully exit the criminal justice system, inmates must obtain a job that will allow them to attain a decent salary, provide a chance of advancement, and allow them to avoid menial labor (Conklin, 1986). In South Carolina, however, inmates are trained in jobs that do not meet these concepts - jobs such as building and refurbishing office furniture, producing modular office systems, repairing automobiles, and making road signs (Annual report, 1991). Certain jobs have been found to have been most successful for inmates; they include carpentry, sheet-rock installation, plumbing, masonry, and computer technology; however, these jobs are not available in the South Carolina prison system (Acorn, 1991 and Mohler, 1986).
Research has determined that an unemployed defendant is more likely to receive a jail or prison sentence than an employed defendant (Chiricos and Bales, 1991). Therefore, in order to determine the effectiveness of education, particularly college education, one would only need to look at an inmate's employment after release from incarceration. To date there has been no empirical data developed that can support the effectiveness of a college education for inmates.

The focus of this study is on the Black experience in SMC's college educational program, and it is appropriate to make statements about Blacks in education. According to a study by

Thomas and Hughes:

> Blacks have lower life satisfaction, less trust in people, less general happiness, less marital happiness, more anomie, and lower self-rated physical health than whites regardless of social class, marital status, age, or year (1986, p.839).

These attitudes among a large segment of the black population could result in a less positive life experience and thus be reflected in educational attainment.

Education is considered the most important determinant of occupational and income attainment for Blacks; unfortunately, the educational effects for Blacks is about half as large as it is for whites in these areas. This situation manifests itself and we find that education attainment for Blacks fails to be converted to occupational and income advantages (Portes and Wilson, 1976).

Portes and Wilson (1976) continue that the most important determinants of educational attainment for Blacks are educational aspirations and self-esteem. However, from the study by Thomas and Hughes, we can see that self esteem is not prominent in Blacks. This would leave us to determine that education would not be a high priority as well, and the vicious circle of low self-esteem/lack of education continues. If this is a problem in the mainstream of black society, one may reasonably conclude that it is escalated within the black population of the prison system.

SMC's Program:

Spartanburg Methodist College has been involved in the Adult Education Program at both Dutchman and Cross Anchor Correctional Institutions since 1983. The program originated under the

direction of Joe E. Brown and currently is run by Duane Everhart, Director of Criminal Justice and Coordinator of the Correctional education program and Ann Bowles, Director of New College. The student inmates originally enrolled in the Supervisory Management Career Track Program, but in the last three years all student inmates have been placed in the Associate of Arts program, due to the elimination of the Supervisory Management degree at SMC.

A special package has been developed for advisement purposes and has been distributed to the institutions for the recruitment of potential students (Appendix A). The student inmate who follows this advisement guideline should be able to accomplish an Associate Degree in approximately three years: approximently the same time for completion as the SMC adult students in the New College on campus, evening program.

SMC's expenses for running the Dutchman and Cross Anchor programs are approximately as follows (based on Fall semester 1991):

Instruction	$ 8,700.00
Travel for Instruction	$ 900.00
Textbooks	$ 3,795.00
Supplies	$ 235.00
Administration	$ 6,750.00
New College Scholarships	$19,122.00
Total	$39,502.00

Table 1: Expenses for DCI/CACI Educational Program

Revenue for the program comes from the United States government

PELL grant program which awarded a total of $36,162.00 for the fall semester of 1991. The college's scholarship fund complements funding from PELL (note the $19,122.00 scholarship expenditure in Table 1). PELL funds cover 73.5 percent of tuition costs per semester and the college scholarship funded 26.5 percent. In the past, textbooks have been purchased for inmate students with the help of a grant from the Methodist Conference; during the 1991 - 1992 academic year, the grant was not available and the college purchased the textbooks. Pell funds, while contributing significantly, are insufficient for funding the total cost of the program.

THE STUDY:

In an attempt to evaluate the educational program offered to the inmates and to investigate if there are any differences in attitudes toward a college education between Black and white students, SMC secured a grant from the Center for the Study of the Black Experience in Higher Education at Clemson University. This study attempts to evaluate the student inmate's attitude toward educational attainment when it is provided in the institution and draw conclusions that would provide guidance toward the development of additional educational programs or revamping of the current system.

Methodology:

Five surveys were developed to probe the attitude of the students and the general inmate population toward obtaining a

liberal arts education. The surveys were distributed to:

1). students currently enrolled,
2). Dutchman/Cross Anchor general inmate population,
3). faculty who have taught at the institutions*,
4). staff at both institutions*, and
5). former students that have been released.
(See appendix B for copies of surveys.
* - Results of these surveys will be found in Appendix C and D.)

The student inmate surveys were distributed during class sessions. The surveys of the general inmate population and the staff were distributed and collected by the principals at both institutions. The surveys for students who have been released, were distributed by the local Probation, Parole and Pardon services.

Results:

There were thirty nine surveys distributed to currently enrolled students at both institutions. The following table illustrates how these students perceive a college education and their future:

Question/Response	Blacks (n=13)	Whites (n=26)
Main reason for taking classes		
Improve job opportunity	76.9%	73.1%
Degree interests:		
Business	53.8%	26.9%
Social Sciences	23.1%	30.8%
Food Service	15.4%	0
Technical	7.7%	19.2%
none	0	23.1%
Career interests:		
Maintenance/Production	15.4%	3.8%
Retail/Food Service	15.4%	0
Management	30.8%	30.8%
Social Work	7.7%	7.7%
other	30.8%	57.7%
Likelihood of continuing classes:		
In prison:		
Very likely	92.3%	92.3%
Likely	0	7.7%
Not very likely	7.7%	0
Out of prison:		
Not at all	0	0
May take classes	15.4%	0
Continue w/ assistance	38.5%	46.2%
Continue no matter what	46.2%	53.8%
Perceived helpfulness of a college education:		
Not very helpful	0	0
Can do as well with HS/GED	0	3.8%
Can go further than before	61.5%	38.5%
Very helpful	38.5%	3.8%
Benefits for attending college classes:		
Chase away boredom	0	15.4%
Job offer when released	0	3.8%
Feel better about self	38.5%	34.6%
More confidence	53.8%	42.3%
Adds early release points	0	0

Table 2 - Student inmate perceptions of college experience

One hundred and eighty surveys were distributed randomly throughout the general inmate populations at the two institutions, with a 75 percent return rate. The literacy of this sample concerned the researchers so to assure that the information would

be relatively accurate, a readability test was added to the survey. Based on this readability test, only one survey was found to be questionable and was not included in the results from these inmates. Table 3, exemplifies the perspective of the general population toward obtaining a college education as well as their attitude toward SMC's program.

Question/Response	Blacks (n=87)	Whites (n=48)
Level of Education		
GED	24.1%	45.8%
High school	34.5%	22.9%
Degree interest (courses they would attend):		
Business courses	29.9%	22.9%
General courses	8.0%	6.3%
Technical	31.0%	45.8%
Other	25.3%	16.7%
Expected employment:		
Maintenance/Production	41.4%	68.8%
Retail/Food service	14.9%	0
Management	28.7%	18.8%
Social Work	6.9%	2.1%
Unemployed	6.9%	6.3%
Likelihood of continuing college education:		
In prison:		
Not at all likely	27.6%	37.5%
Perhaps	29.9%	27.1%
Very likely	42.5%	33.3%
Out of prison:		
Not at all likely	23.0%	18.8%
Perhaps w/ assistance	46.0%	58.3%
yes, no matter what	29.9%	20.8%
Perceived helpfulness of a college education:		
Not very helpful	0	2.1%
Can do as well with HS/GED	12.6%	18.8%
Can go further than before	29.9%	10.4%
Very helpful	17.2%	31.3%
Reason for not taking classes:		
Did not know about classes	2.3%	18.8%
No GED or HS diploma	44.8%	27.1%
Time/Work conflict	24.1%	10.4%
No interest in taking classes	20.7%	29.2%
Why not interested in classes:		
Not interested in SMC's courses	20.7%	20.8%
Not interested in 2 year degree	3.4%	6.3%
Classes no use on the street	21.8%	22.9%
Discouraged by peers	0	8.3%

Table 3 - General population's perceptions of college (note: this excludes student inmates previously survyed)

The final determination of the effectiveness of college courses on the inmate population, and perhaps the best indicator of success, is the portion of former students who have been released from the institutions. Based on the records of the

college, there were thirty students released from prison that had participated in the SMC program. After meeting with the local Probation, Parole and Pardon services it was determined that only nine of these students were available to survey, with the largest number of the thirty having been re-incarcerated. Out of the nine surveys sent; two were completed, four of the former students were not located, two had recently had their parole revoked, and one absconded.

Summary:

Overall there is a positive response from the student inmates toward their college education. More black students did report an increase in self esteem and self confidence in their educational experience than did white students. Furthermore, the results show both blacks and whites concurring on their reason for taking classes while incarcerated: to "improve their job opportunity".

The differences between these two groups are slight, but worth mentioning. A larger percentage of the black population is interested in a Business degree. This would coincide with the career interests indicated by both groups: blacks show a strong desires for a career in "management" followed by the response "other"; whites focus on "other" careers with "management" being their second choice. The term "other" as a career choice was not addressed in the survey, and it is not known what the "other" career choices may be.

Both groups expressed that they would continue to pursue their

college education while in prison. However, we find that 46.2 percent of the blacks and 53.8 percent of the whites indicated that they would persist in their education "no matter what", once they were released from prison.

Courses taken while incarcerated were perceived by both student populations as being helpful. However, one third of the black students reported that they perceived a college education as being very helpful.

In the general population we espy that there is a similar division between blacks and whites when it comes to their interest in degree choices. We find that both groups have a split between a Business degree and a Technical degree, with their strongest interest lying in the Technical area, and very little of their interest in general educational courses. This coincides with the employment opportunities that these groups anticipate for themselves. We discover that both whites and blacks perceive that they will be employed in "Maintenance/Production" jobs upon release.

In the general population, the black inmates expressed more of a desire to become involved in classes than did the white inmates. However, when it came to pursuing a college education once released, both groups took a more conservative view. It would be difficult to tell from this study if they would indeed enroll in a college program and follow up data provided no pathway to reasonable estimation.

Despite the desire to enroll in a college program, there

appear to be several reasons why the general population does not act on these desires. It was determined from the surveys, that a majority of the black inmates did not meet the basic requirements of the college (i.e., no High School diploma nor GED certificate). Further, many had a time/work conflict which would prevent meeting the classes as scheduled. White inmates reported almost in an equal percentage that they too lack the basic qualifications (20.8%) and have no interest in taking college courses(22.9%). Some black and some white inmates in the general population had no interest in Spartanburg Methodist College, nor felt that a college education was of any use to them, once they were released (See Table 3).

Conclusion:

A small percentage of students in the program appear to believe that their college education through SMC's prison program will benefit them when they return home. This perception by the students is overshadowed by the results (or the lack of results) from the student inmates that have previously been released. Despite what the current inmates believe, it appears that even after taking college courses, some inmates will not be able to successfully exit the prison system (i.e., will reenter the system).

We also see that black students from the program report an increase in self esteem and self confidence. Once again reflecting on the information from the study by Portes and Wilson (1976), this increase in self esteem and self confidence should be beneficial

to the black inmates in their attainment of educational goals. This positive attitude among black students may help negate the less positive life experience discussed by Thomas and Hughes (1986), and provide a means to successfully exit the system. However, the college cannot predict how this improved self image translates into occupational attainment, which according to Conklin (1999) is a better determinate of success for inmates.

The college is challenged to review its programming at Dutchman and Cross Anchor since the student inmates indicate an extremely strong interest in management courses. Non-student inmates self reported an interest in management courses as well and perhaps some additional students could be added to the SMC classes if management courses were offered. However, one must remember that the majority of the inmates that are served in the SMC educational program, reportedly expect to find a job in maintenance or production. In addition to programming changes, the college should also examine the small number of inmates that it does serve. Currently, the college education program sponsored by SMC serves approximately 2.6 percent of the total inmate population and approxamatly 0.2 percent of the Black inmate population.

BEST COPY AVAILABLE

APPENDIX

A

Recruitment Package

DUTCHMAN/CROSS ANCHOR PROJECTED SCHEDULE *

NOTE: The same courses are taught each enrollment period at both Dutchman and Cross Anchor.

FALL 1991	SPRING 1992
Enrollment Period I	Enrollment Period I
Religion (RELI 215)	Drama Appreciation (DRAM 101)
Economics	Science (PSCI 103)
Enrollment Period II	Enrollment Period II
Sociology (SOCI 101)	American National Gov. (POLS 202)
State and Local (POLS 203)	Science (PSCI 103, Cont)

FALL 1992	SPRING 1993
Enrollment Period I	Enrollment Period I
English 101	English 102
Religion	Science (-----)
Enrollment Period II	Enrollment Period II
History	Public Speaking (SPCH 201)
First Aid (HLTH 101)	Science (-----)

SUMMER 1993

Music Appreciation (MUSI 201)

FALL 1993	SPRING 1994
Enrollment Period I	Enrollment Period I
Literature	Finite Math (MATH 207)
Psychology (PSYC 101)	Social Problems (SOCI 202)
Enrollment Period II	Enrollment Period II
Accounting I (BSAD 205)	History
Health Education (HLTH 201)	Group Dynamics (BSAD 209)

SUMMER 1994

Principles of Management (BSAD 211)

FALL 1994	SPRING 1995
Enrollment Period I	Enrollment Period I
Religion	Fine Arts
Economics	Science (PSCI 103)
Enrollment Period II	Enrollment Period II
Sociology (SOCI 101)	American National Gov. (POLS 202)
State and Local (POLS 203)	Science (PSCI 103, Cont)

SUMMER 1995

COLLEGE ALGEBRA (MATH 103)

* Schedule is subject to change.

TO: WARDENS AND PRINCIPALS

SCHEDULE		TALLY OF COURSES
Fall		Fall
Enrollment Period I (Fall I) (August 26 - October 15)		Students can take 2 courses in EP I.
*Registration: (Tentative dates. Will be confirmed by August 1.)	Aug. 20 & 21	
Classes begin:	Aug. 26 & 27	
Classes end:	Oct. 14 & 15	
Enrollment Period II (Fall II) (October 16 - December 12)		Students can take 2 courses in EP II.
*Registration (for new students or for students who have changes to make)	Oct. 7 & 8	NOTE: Students must take 2 courses per semester in order to receive PELL. They could accomplish this with one course per Enrollment Period.
Classes begin:	Oct. 16 & 17	
Thanksgiving holidays:	Nov. 27 & 28	
Classes end:	Dec. 11 & 12	
SPRING		SPRING
Enrollment Period I (Winter) (January 13 - March 3)		Students can take 2 courses in EP I. (One course will be science.)
**Registration:	Jan. 7 & 8	
Classes begin:	Jan. 13 & 14	
Classes end:	Mar. 2 & 3	
Enrollment Period II (Spring) (March 23 - May 12)		Students can take 1 course in EP II in addition to the science course which continues from EP I.
Registration:	Mar. 9 & 10	NOTE: Students must take 2 courses per semester in order to receive PELL. They could accomplish this with one course per Enrollment Period.
Spring Break:	Mar. 16-20	
Classes begin:	Mar. 23 & 24	
Classes end:	May 11 & 12	

M E M O R A N D U M

TO: POTENTIAL SMC STUDENTS AT DUTCHMAN AND CROSS ANCHOR
FROM: DUANE EVERHART, SMC DIRECTOR FOR D/CA PROGRAMS
RE: SMC COURSES AT DUTCHMAN AND CROSS ANCHOR

Spartanburg Methodist College is pleased to offer courses at Dutchman and Cross Anchor which lead to an associate degree. These classes are taught in the evenings, Monday through Thursday. A specific schedule of courses is available in the principal's office. Other details of the program are outlined below.

Admissions Process:

(1) Complete a SMC application during registration.
(2) Present a copy of GED scores or a copy of your high school transcript during registration. Or, if you do not have copies of these documents, you may sign a release form or forms during registration and the college will help you obtain copies of the documents.
(3) Complete a PELL grant form during registration.

Registration:

(1) Registration will be conducted at the beginning of a semester.
(2) Exact day and time will be announced.
(3) Advisors from the college will help you complete forms and select classes.

Financial Aid:

(1) Courses at Dutchman and Cross Anchor are partially paid for by PELL grant.
(2) In order to take a course, each person must apply for and receive a PELL grant.
(3) The college will assist with the PELL grant application each year.
(4) Each person must take at least 2 courses per semester in order to receive PELL grant.
(5) Attendance in class is required in order to receive the PELL grant.

Textbooks:

(1) The college will lend you a textbook to use during the term (enrollment period).
(2) Textbooks will be returned to the college upon completion of the course or upon your transfer to another institution (whichever comes first).
(3) Specifics about textbook return are noted in the agreement that you sign with the correctional institution. (This agreement was designed by correctional institution officials.)

GED:

(1) SMC does not offer GED courses. Check with your principal about these courses.

Other details will be shared during registration times. The college looks forward to working with you.

6/91
Rev: 11/91

SPECIAL NOTES:

(1) Students should register for the entire fall semester on August 20 & 21.

(2) Students should register for the entire spring semester on January 7 & 8. (Can they realistically do this because of the transient nature of the Dutchman/Cross Anchor population?)

(3) A student can finish in approximately two years if he takes all courses on the schedule, when they are scheduled, and receives credit for all courses.

(4) If a student elects to take only one course per enrollment period (2 per semester), he will take at least twice as long to complete the degree. He will have to wait for some courses to be taught again.

(5) The college doesn't predict a completion date for students who do not follow the recommended schedule.

(6) Whether or not these classes are taught will depend on enrollment in the classes.

SCHEDULE WITH SCIENCES COURSES:

NOTES:
* Science courses last 16 weeks, instead of 8 weeks. They run for two enrollment periods or one full semester.
* For the 16 weeks, a student will earn 4 credit hours for the science course.
* A.A. degree requires two science courses. This equals 4, 8-week modules or 2 full semesters of science courses.

SAMPLE SCHEDULE WITH SCIENCE COURSES:

Fall Semester
EP I (Fall I)
2 courses (6 credit hours)

EP II (Fall II)
2 courses (6 credit hours)
Semester total 4 courses (12 credit hours)

Spring Semester
EP I (Winter)
Science
1 other course

EP II (Spring)
Science (continuation from EP I)
1 other course
Semester total (3 courses) 4 hours for science
6 hours for "other" courses
10 hours

APPENDIX

B

Surveys

SURVEY OF CURRENTLY ENROLLED STUDENTS
IN SMC'S INMATE EDUCATIONAL PROGRAM

DIRECTIONS: With the pencil provided, darken completely the circle on the answer sheet that best answers each question. DO NOT put your name or social security number on your answer sheet.

1. Which Correctional Institution are you in?
   a. Dutchman b. Cross Anchor

2. What is your race?
   a. White b. Black c. Hispanic d. Asian e. other

3. What is your age?
   a.17 to 24 b.25 to 32 c.33 to 40 d.41 to 48 e. over 48

4. Which of the following have you earned?
   a. GED b. High school diploma

5. Before you took classes with SMC, had you taken any college courses?
   a. yes b. no

6. If you answered yes to question # 5, where were these classes taken?
   a. While I was at another institution.
   b. They were taken prior to being in an institution.
   c. This question does not apply to me.

7. How long have you been incarcerated?
   a. 0 - 6 months
   b. 6 months - 1 year
   c. 1 - 3 years
   d. 3 - 9 years
   e. 10 or more years

8. As an adult, how many times have you been incarcerated?
   a. First time
   b. Second time
   c. Third time
   d. Four or more times

9. Why are you taking SMC classes (Main reason)?
   a. These classes get me out of the dorms and it's something to do.
   b. To improve my job opportunities once I'm released.
   c. To gain more knowledge than I received from High School or in studying for my GED.
   d. To be released early.

10. What is your second reason for taking these classes?
   a. To get me out of the dorms and for something to do.
   b. To improve my job opportunities once I'm released.
   c. To gain more knowledge than I received from High School or in studying for my GED.
   d. To be released early.

11. How helpful is a college education in your eyes?
   a. Not very, it's a waste of my time.
   b. It's OK, but I can do as well with what I already have.
   c. College will help and I can go further than I could with what I have.
   d. It's very helpful.

12. How likely are you to continue taking classes while you are incarcerated?
    a. Very likely (will continue to take classes no matter what)
    b. Likely (it won't take much for me to stop coming)
    c. Not very likely (I'll stop if some other activity is offered)

13. Are you likely to continue taking college classes when released?
    a. Not at all likely, once I'm out, no more college for me.
    b. I may take more classes, only if I have to.
    c. I'll continue to take classes as long as I can afford it.
    d. I'll continue to take classes no matter what it takes.

14. What courses or major will you focus on once you are released and can return to college?
    a. Business
    b. Social work or the Social Sciences (Psychology, Sociology)
    c. Food service
    d. Technical studies (Automotive repair,etc.)
    e. Does not apply to me.

15. What field of work do you expect to go into once you are released?
    a. Maintenance/Production
    b. Retail/Food Service
    c. Management
    d. Social Work
    e. Other

16. What is the one most positive thing you have gained from these classes?
    a. It chased away boredom.
    b. I've already had a job offer for when I'm released.
    c. I feel better about myself and my situation.
    d. I have more confidence in myself.
    e. Adds points toward early release.

17. How many nights are you willing to attend classes?
    a. 2 nights per week (for 1 course)
    b. 4 nights per week (for 2 courses)

18. Would you like a to take a summer course?
    a. yes b. no

19. If you answered yes to #18, how would you like these classes offered?
    a. 3 nights a week for 5 weeks
    b. 2 nights a week for 8 weeks
    c. Not interested in a summer course.

SURVEY OF THE DUTCHMAN/CROSS ANCHOR
GENERAL POPULATION

Directions: With the pencil provided, darken completely the circle that best answers each question. DO NOT put your name or social security number on your answer sheet.

PART I:

Some words have been left out of the following paragraph. Choose the answer that best completes each sentence.

Example: The _____ ran down the street.
a. bird b. story c. dog d. house

The best answer is c. dog.

Television has changed the way we see the __1__. Television brings faraway __2__ into our own __3__. Television gives us __4__ of what is happening in other __5__. News about important __6__ can be given to viewers instantly. __7__ updates can keep people informed about storms or help people choose the right __8__ for a given day. Television can also entertain us, bringing __9__ events, comedies, dramas, and even concerts into our homes. Television has even been used to teach __10__. Yes, television has truly changed the way we see ourselves and our world.

Answers to above:

1.	a. feeling	b. carpet	c. world	d. fried
2.	a. places	b. dreaming	c. puppy	d. judgment
3.	a. friends	b. homes	c. hear	d. label
4.	a. rivers	b. tears	c. pictures	d. planet
5.	a. countries	b. houses	c. animals	d. writing
6.	a. ground	b. frankly	c. instant	d. events
7.	a. picture	b. weather	c. basis	d. tomorrow
8.	a. sorrow	b. treasure	c. clothes	d. news
9.	a. sprouts	b. differ	c. sample	d. drive
10.	a. autos	b. storms	c. farms	d. children

PART II:

11. Which Correctional Institution are you in?
    a. Dutchman b. Cross Anchor

12. What is your race?
    a. White b. Black c. Hispanic d. Asian e. other

13. What is your age?
    a.17 to 24 b. 25 to 32 c. 33 to 40 d. 41 to 48 e. over 48

14. Which of the following have you earned?
    a. GED b. High school diploma

15. Have you ever taken any college classes?
    a. yes b. no

16. If you answered yes to question #15, where were these classes taken?
    a. While I was in another institution.
    b. They were taken prior to being in an institution.
    c. This question does not apply to me.

17. How long have you been incarcerated?
    a. 0 - 6 months
    b. 6 months - 1 year
    c. 1 - 3 years
    d. 3 - 9 years
    e. 10 or more years

18. As an adult, how many times have you been incarcerated?
    a. First time
    b. Second time
    c. Third time
    d. Four or more times

19. Why are you not taking college classes here at this institution?
    a. Didn't know they had college classes here.
    b. I don't have a high school diploma or a GED.
    c. There is a time or work conflict.
    d. I have no interest in taking classes.

20. If you said you were not interested in taking classes in question #19, could you tell why you are not interested?
    a. Not interested in the courses SMC has to offer.
    b. Not interested in a two-year degree.
    c. These classes will be of no use to me when I get out.
    d. Other inmates have talked me out of going.

21. How helpful to your future do you believe a college education could be?
    a. Not very, it's just a waste of time.
    b. It's OK, but I can do as well with what I already have.
    c. College will help because I can go further than I could have before.
    d. It's very helpful.

22. How likely is it that you will take college classes while incarcerated?
    a. Not at all likely
    b. Perhaps, it sounds interesting
    c. Very likely

23. What courses would you like to see offered here at the institution?
    a. Business courses
    b. General courses
    c. Technological courses
    d. Other

24. How likely are you to take college courses once you are released?
    a. Not at all likely
    b. Perhaps, if I can afford it, I would like to enroll in a college close to home.
    c. I will enroll in courses no matter what.

25. In what job field do you expect to be employed after you are released?
    a. Maintenance/Production
    b. Retail/Food Service
    c. Management
    d. Social Work
    e. I will probably unemployed

26. What income level do you hope to achieve in the future?
    a. $0 - $10,000
    b. $11,000 - $16,000
    c. $17,000 - $21,000
    d. $22,000 - $30,000
    e. Over $30,000

FACULTY SURVEY

DIRECTIONS: Please use a # 2 lead pencil to complete the following questions.

1. What is your age?
   a. 17 - 24 b. 25 - 32 c. 33 - 40 d. 41 - 48 e. over 48

2. What is your sex?
   a. male b. female

3. What is your race?
   a. White b. Black c. Hispanic d. Asian e. other

4. What is your status with SMC?
   a. Full time faculty b. Adjunct faculty

5. At which institution have you taught?
   a. Dutchman b. Cross Anchor c. Both

6. How many times have you taught at the prisons?
   a. 1 b. 2 c. 3 d. 4 e. 5 or more times

7. When was the last time you taught at the prisons?
   a. Last semester
   b. Within the last academic year
   c. Over a year ago
   d. Over two years ago

8. In what area do you teach?
   a. English and Humanities
   b. Social Sciences
   c. Business Administration
   d. Math and Sciences
   e. Physical Education/Health

9. What is your level of Education?
   a. Bachelors
   b. Masters
   c. Doctorate

10. How would you evaluate the attitude of the inmates that took your class?
    a. Very poor
    b. Fair
    c. Good
    d. Excellent

11. What is your impression or perception of why the inmates were taking college level courses?
    a. The classes give them something to do and gets them out of their dorms.
    b. To improve their job opportunities once they are released.
    c. To improve their general knowledge or just the desire to learn.
    d. To help build points for an early release.

12. How would you rate the motivation of the inmates you taught?
    a. Highly motivated
    b. Slightly motivated
    c. Poorly motivated
    d. Just taking up space

BEST COPY AVAILABLE

13. How would you rate the quality of the inmates you taught?
    a. Extremely developmental
    b. High school level
    c. Slightly above the high school level
    d. Freshman college level

14. How do you perceive the support from the Department of Corrections staff?
    a. Highly supportive of the program and instructors
    b. Tolerant of the program and instructors
    c. Not at all supportive of the program and instructors

15. How do you perceive the support from the SMC staff?
    a. They seem preoccupied with other duties
    b. They are supportive, but very weak
    c. They are somewhat supportive, but a lot more attention needs to be given to the program.
    d. Not at all supportive.

16. What is your overall experience at the prisons?
    a. I truly enjoyed it and am looking forward to teaching there again.
    b. It was OK, but I'm glad it's over. I will teach again for the money.
    c. It was OK, but I don't think I'll go back.
    d. It was horrible, I'll never go back.

17. Did you experience an attitude change toward the inmates from the first time you entered the prison?
    a. Yes, a positive one
    b. Yes, a negative one
    c. No change in my feelings for them

18. What suggestions do you have for the program at the prisons?

DUTCHMAN/CROSS ANCHOR STAFF SURVEY

DIRECTIONS: With the pencil provided, darken completely the circle that best answers each question. DO NOT put your name or social security number on your answer sheet.

1. What institution do you work at?
   a. Dutchman b. Cross Anchor

2. What is your relationship to the inmates at the institution?
   a. Work with security.
   b. Work in education.
   c. Work in administration.
   d. Other.

3. What is your age?
   a. 17 - 24 b. 25 - 32 c. 33 - 40 d. 41 - 48 e. over 48

4. What is your race?
   a. White b. Black c. Hispanic d. Asian e. other

5. What is your sex?
   a. male b. female

6. How long have you been employed by SCDC?
   a. Less than 1 year
   b. 1 - 7 years
   c. 8 - 12 years
   d. 13 - 20 years
   e. Over 20 years

7. What is your educational level?
   a. High school or GED
   b. Some college (no degree)
   c. Associate degree
   d. Bachelor degree
   e. Post graduate degree or work

8. How familiar are you with the college courses that SMC offers to the inmates?
   a. Didn't know it existed.
   b. Heard about it, but not very familiar with it.
   c. Familiar with it, but not very close to either the inmates involved in it or the classes themselves.
   d. Very familiar with the program, and involved with either the program or the inmates that are enrolled.

9. How do you feel about the inmates taking these college courses?
   a. Very positive.
   b. Somewhat positive.
   c. Somewhat disagree with the program.
   d. Strongly disagree with the program.

10. If you disagree with the inmates taking classes, why do you feel this way?
    a. It's not fair that they get an education and I don't.
    b. Inmates don't deserve the opportunity to take classes because they have committed a crime and should lose all privileges.
    c. The inmates are just taking advantage of the college to get out of the dorms and kill time.
    d. These courses don't do the inmates any good once they leave the institution.
    e. Not applicable, I felt positive toward their education.

11. How helpful is a college education to the inmates.
    a. Not at all helpful
    b. Helpful
    c. Very helpful

12. What degree of change have you seen in those inmates that have taken classes from SMC?
    a. A very positive change
    b. A change that seems to be positive.
    c. There is a change, but it's hard to explain.
    d. There is no change at all.
    e. Change has been for the worse not better.

13. Compared to the General prison population, are the students enrolled in SMC's classes

    a. No disciplinary problem
    b. Less of a disciplinary problem.
    c. The same disciplinary problem
    d. More of a disciplinary problem

14. Why do you think some of the inmates do not take the college courses?
    a. They are not interested in furthering their education.
    b. They are not interested in SMC's courses.
    c. The courses are not well publicized.
    d. Too much influence from other non-student inmates.
    e. Do not know.

15. Why do you think some of the inmates do take college courses?
    a. They are sincere about bettering themselves.
    b. They are just trying to do something to take up time.
    c. They feel it will improve their chances to get a good job after they are released.
    d. They are just trying to gather points to get released early.
    e. No opinion.

16. Is a college education necessary for advancement with the South Carolina Department of Corrections?
    a. yes b. no c. do not know

17. Would a college education benefit you?
    a. yes b. no c. do not know

18. Are you currently enrolled in college courses?
    a. yes b. no

19. If you are not currently enrolled in college classes, why not?
    a. Completed a degree already
    b. Not perceived as helpful
    c. No opportunity or lack the time to attend.
    d. It's too far to travel.
    e. Do not have the money to go.

20. How can SMC help you?

21. What ways do you feel college courses help the inmates?

SURVEY OF FORMER STUDENTS OF
SPARTANBURG METHODIST COLLEGE'S
INMATE EDUCATIONAL PROGRAM

DIRECTIONS: With the pencil provided, darken completely the circle that best answers each question. DO NOT put your name or social security on your answer sheet.

1. Which Correctional Institution were you in?
   a. Dutchman b. Cross Anchor

2. What is your race?
   a. White b. Black c. Hispanic d. Asian e. other

3. What is your age?
   a.17 to 24 b.25 to 32 c.33 to 40 d.41 to 48 e. over 48

4. Which of the following have you earned?
   a. GED b. High school diploma

5. Before you took classes with SMC, had you taken any college courses?
   a. yes b. no

6. If you answered yes to question # 5, where were these classes taken?
   a. While I was at another institution.
   b. They were taken prior to being in an institution.
   c. This question does not apply to me.

7. How long were you incarcerated?
   a. 0 - 6 months
   b. 6 months - 1 year
   c. 1 - 3 years
   d. 3 - 9 years
   e. 10 or more years

8. How long have you been out?
   a. 0 - 6 months
   b. 6 months - 1 year
   c. 1 - 2 years
   d. 2 - 3 years

9. As an adult, how many times have you been incarcerated?
   a. Once b. Twice c. Three times d. Four or more times

10. Why were you released?
    a. Forced release because they needed bed space.
    b. Earned early release.
    c. I made parole.

11. Did your taking classes with SMC help in your release?
    a. yes b. no

12. Since your release, have you been rearrested or had a parole violation (please note, this question will not be held against you in any way)?
    a. yes b. no

13. If you answered no to question #12, do you feel that the reason that you have not been in trouble is because you had worked on your college degree?
    a. yes b. no c. no opinion

14. Why did you take SMC classes while you were incarcerated?
    a. The classes got me out of the dorm and gave me something to do.
    b. To improve my job opportunities for when I got out.
    c. To improve on my high school/GED education.
    d. To help get an early release.

15. How many classes did you take from SMC while incarcerated?
    a. 1 - 3 b. 4 - 7 c. 8 -11 d. 12 - 15 e. over 15

16. Now that you have taken some college classes how helpful do you feel a college education is to you?
    a. Not at all, in fact it was a waste of time.
    b. It's OK, but I could have done just as well without it.
    c. It's been somewhat helpful, I've gone further than I could have with what I had before.
    d. It's been very helpful, I've gone much further than I would have guessed.

17. Have you taken any college courses since you have been out?
    a. yes b. no

18. If you answered no to question #16, why have you not taken any courses?
    a. I have no desire to continue, it will do me no good.
    b. I don't know how to get enrolled on the outside.
    c. I can't afford to go.
    d. I have a work or time conflict.

19. If you answered yes to question #16, which of the following best fits you?
    a. Currently enrolled in college.
    b. Took a couple of classes and got tired of it.
    c. Was taking classes, but found it too difficult so I quit.
    d. I was enrolled, but ran out of financial aid and had to go to work.
    e. Got in more trouble and had to drop out of classes.

20. If you are currently employed is it in one of the fields listed below?
    a. Maintenance or Production
    b. Retail or Food Service
    c. Management
    d. Social work
    e. Unemployed

21. What is your approximate pay range with your current job?
    a. $0 - $10,000.00
    b. $11,000.00 - $16,000.00
    c. $17,000.00 - $21,000.00
    d. $22,000.00 - $30,000.00
    e.Over $30,000.00

22. Were the college classes you took helpful in getting you your job?
    a. yes, I couldn't have done it with out some college courses.
    b. probably, it might not have helped me get the job, but it has been useful since I've been working.
    c. no, it has nothing to do with the job at all, but I'm still glad I took the courses.
    d. no, in fact, I need to finish up a degree to advance.
    e. no, it was a waste of time. I was better off with just a high school diploma or a GED.

If you are interested in more courses offered by SMC, please fill out the attached card.

APPENDIX

C

Results of Staff Surveys

Perhaps the one group that can give the best insight about our educational program at the institutions is the staff. The make up of the staff surveyed will be the focus of Table 4; while Table 5 will show attitudes toward the inmates and the program:

	Dutchman(n=28)	Cross Anchor(n=27)
Duties:		
1. Security	29%	52%
2. Educational	21%	15%
3. Administration	29%	11%
4. Other	21%	22%
Age:		
1. 17 - 24	29%	52%
2. 25 - 32	21%	15%
3. 33 - 40	29%	11%
4. 41 - 48	21%	22%
Race:		
1. White	79%	59%
2. Black	14%	22%
3. Hispanic	0	0
4. Asian	0	11%
5. Other	4%	4%
Sex:		
1. Male	68%	44%
2. Female	32%	56%
Length of employment:		
1. Less than 1 year	4%	15%
2. 1 to 7 years	46%	63%
3. 8 to 12 years	36%	19%
4. 13 to 20 years	14%	4%
Educational level:		
1. High school or GED	4%	26%
2. College (no degree)	32%	22%
3. Associate degree	18%	19%
4. Bachelor degree	25%	7%
5. Graduate degree/work	21%	26%

4 Make-up of the Staff

	Dutchman	Cross Anchor
Attitude toward inmates taking classes:		
1. Very Positive	43%	63%
2. Some what Positive	39%	26%
3. Disagree	14%	4%
4. Strongly Disagree	4%	4%
Why do you disagree?		
1. Not fair, since the staff doesn't get free classes	14%	11%
2. Inmates not deserving	4%	7%
3. Inmates are taking advantage of SMC	4%	4%
4. College courses do not help inmates	0	0
5. Not applicable	79%	78%
Helpfulness of college to inmates:		
1. Not at all	7%	7%
2. Helpful	43%	41%
3. Very Helpful	50%	52%
Perceived change in student inmates:		
1. Very positive	18%	11%
2. Positive	43%	56%
3. Hard to explain	18%	22%
4. No change	18%	7%
5. Change to the negative	0	0
Disciplinary problems of student inmates:		
1. No problems	4%	4%
2. Less problems	61%	70%
3. Same as General population	32%	15%
4. More problems	0	4%
Perceived reason inmates do not take classes:		
1. No interest in an education	75%	41%
2. No interest in SMC	0	19%
3. Courses not publicized	0	4%
4. Peer pressure	7%	4%
5. Do not know	18%	30%
Perceived reason inmates do take classes:		
1. To better themselves	54%	33%
2. Something to do	0	7%
3. Improve their job opportunity	32%	37%
4. To gain early release	4%	4%
5. No opinion	11%	15%

5 Attitude of Institutional Staff toward Student Inmates

APPENDIX

D

Results of Staff Surveys

Perceived attitudes of student inmates:	
Fair	33%
Good	33%
Excellent	33%
Perceived reason inmates were taking classes:	
To improve their general knowledge	67%
To help build points for early release	11%
Motivation of the students:	
Highly motivated	22%
Slightly motivated	78%
Quality of the students:	
High school level	33%
Slightly above High school	22%
Freshman college level	44%
How was the support from the Correctional staff?	
Highly supportive	78%
Tolerant of the program	22%
How supportive was the SMC staff?	
Supportive, but weak	11%
More attention needs to given to the program	89%

Table 6 - Faculty response to surveys (n = 9)

References

Acorn, L. P.. (February, 1991). National symposium on partnerships features offender literacy and training programs. Corrections Today. pp. 74-75.

Alvarez, S.. Director of Planning and Research for South Carolina Department of Corrections. Personal interview, November 20, 1991.

Annual Report, 1989-1990. (1991). Department of Corrections. Columbia, SC: South Carolina

Austin, M. C.. (August, 1987). Inmate education: a wise use of correctional funds. Corrections Today. pp. 42-44.

Chiricos, T. G. and Bales, W. D.. (1991). Unemployment and punishment: an empirical assessment. Criminology. 29 (4). pp. 701-724.

Conklin, J. E.. (1986). Criminology (3rd. Ed.). New York: MacMillan Publishing Co..

Dease, D. P.. Regional Director of South Carolina Department of Corrections. Personal interview, December 4, 1991.

Mohler, T. C.. (April, 1986). Innovations in education. Corrections Today. pp. 84-85.

Portes, A. and Wilson, K. L.. (1976). Black-white differences in educational attainment. American Sociological Review. 41 (3). pp. 414-431.

Spartanburg Technical College Catalog, 1985 -1986.

Thomas, M. E. and Hughes, M.. (1986). The continuing significance of race: A study of race, class and quality of life in America, 1972-1985. American Sociological Review. 51 (4). pp. 830 -841.

Turner, R. H.. (1960). Sponsored and contest mobility and the school system. American Sociological Review. 25. pp. 855-867.

Wofford College Catalog, 1989 - 1991.